

**THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND SUBJECTIVE NORMS ON ENTREPRENEURSHIP INTENTIONS OF STUDENTS FACULTY OF ECONOMICS CLASS OF 2019**

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**Abstract**

This research is motivated by the low entrepreneurial intention among students of state universities in Jakarta. This study aims to determine the effect of entrepreneurship education and subjective norms on the entrepreneurial intentions of students of the Faculty of Economics, The State University of Jakarta, Class of 2019. This study uses a survey method with a questionnaire as a data collection instrument. The data collected was analyzed using tools in the statistical application program, namely Statistical Product and Service Solutions (SPSS). The population consisted of 160 students of the Faculty of Economics, State University of Jakarta, Class of 2019. This study found that entrepreneurship education had a positive and significant effect on entrepreneurial intentions, and subjective norms also had a positive and significant impact on entrepreneurial intentions of students of the Faculty of Economics, State University of Jakarta, Class of 2019.

**Keyword:** Entrepreneurship Education, Subjective Norms, Entrepreneurial Intention

**Abstrak**

*Penelitian ini dilatar belakangi oleh rendahnya intensi berwirausaha di kalangan mahasiswa perguruan tinggi negeri di Jakarta. Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan kewirausahaan dan norma subjektif terhadap intensi berwirausaha mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta Angkatan 2019. Penelitian ini menggunakan metode survey dengan kuesioner sebagai instrument pengumpulan data. Data yang terkumpul dianalisis dengan menggunakan tools pada program aplikasi statistika yaitu Statistical Product and Service Solutions (SPSS). Populasi terdiri dari 160 mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta Angkatan 2019. Dalam penelitian ini, ditemukan bahwa pendidikan kewirausahaan berpengaruh positif dan signifikan terhadap intensi berwirausaha dan norma subjektif juga berpengaruh positif dan signifikan terhadap intensi berwirausaha mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta Angkatan 2019.*

**Kata Kunci:** Pendidikan Kewirausahaan, Norma Subjektif, Intensi Berwirausaha

Diserahkan: 10-12-2022

Diterima: 05-01-2023

Diterbitkan: 10-02-2023

## **BACKGROUND**

Population growth in Indonesia ranks fourth with the largest population in the world. Currently, Indonesia is in a period where the productive age population is greater than the unproductive age, which indicates the era of the demographic bonus in Indonesia. The effective age in Indonesia can also cause unemployment and diminish job opportunities. This is a problem faced in Indonesia because it is increasing every year. The unemployment problem occurs because the number of jobs is limited, so it cannot absorb job seekers optimally. This will also impact life, causing poverty and an underdeveloped economy. The number of unemployed at the University or College level increased in 2020 by 981,203, then decreased in 2021 by 848,657 and rose again in 2022 with a total of 884,657. This number is still huge, and it can be said that a person higher education level is not a benchmark for getting a job quickly because the competitiveness of the workforce every year will continue to increase and become more complex.

The cause of the increase in unemployment for undergraduate graduates is that graduates are more willing to wait for jobs that match their field of expertise, especially if the salary offered is below standard. One of the efforts to overcome the problem of unemployment is to create jobs for entrepreneurs. According to Pratana & Margunani (2019), entrepreneurship is understood as a solution to the unemployment problem for undergraduate graduates. A critical factor in entrepreneurship is intention. Of course, one thoughts are not created over night but are formed through several stages. Entrepreneurial intention is an action taken by someone serious about becoming an entrepreneur in their chosen career. The level of interest or intention of students for entrepreneurship is still relatively low.

Many factors influence a person, especially the fear of students becoming an entrepreneur. One is the influence of those closest to them, which becomes a motivation for entrepreneurship because of fear of failure and income uncertainty. One of the driving factors for the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education (Pratana & Margunani, 2019). Through entrepreneurship education carried out in every university, it is expected to be able to encourage and motivate students as entrepreneurs by carrying out entrepreneurship activities.

Another problem is that most individuals are demanded by their families to become employees or workers whose income and career paths are clear. Not only that, but some individuals also feel that they are not confident in their entrepreneurial abilities because they cannot read business opportunities and market share. From the factors stated, there are intersecting factors; the researcher will take these factors into independent variables to test the effect of entrepreneurial intentions. Encouragement from the environment, namely subjective norms and support from demographic characteristics, namely entrepreneurship education. These two variables will strengthen a person in realizing the intention to become an entrepreneur. Therefore, the researcher chose the two variables to

find out how much influence they had on the entrepreneurial intentions of students of the 2019 Faculty of Economics Education Study Program, Jakarta State University.

## METHOD

This research uses quantitative research. This study emphasizes the measurement of variables in the form of numbers and performs data analysis using statistical procedures using multiple linear regression analysis. The quantitative research is using an online survey method. This study will analyze the causal relationship of several variables that will affect other variables. The method of analysis carried out in this study uses tools in the statistical application program, namely Statistical Product and Service Solutions (SPSS).

## RESULT AND DISCUSSION

### Basic Assumption Test

#### 1. Normality Test

Normality test aims to determine whether the data is normally distributed or not. Normality testing in this study used the Kolmogorov-Smirnov test with a significance level of 5% or 0.05. Below are the results of the calculation of the normality test with Kolmogorov-Smirnov using SPSS V.26.0.

#### One-Sample Kolmogorov-Smirnov Test

		Pendidikan Kewirausahaan	Norma Subjektif	Intensi Berwirausaha
N		160	160	160
Normal Parameters <sup>a,b</sup>	Mean	49.59	58.58	57.52
	Std. Deviation	4.497	4.438	4.373
Most Extreme Differences	Absolute	.064	.064	.060
	Positive	.064	.064	.060
	Negative	-.056	-.055	-.053
Test Statistic		.064	.064	.060
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.200 <sup>c,d</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Output SPSS V.26.0

It can be seen that the Sig (2-tailed) non-standard residual value is  $0.200 > 0.05$ . These results indicate that the normality test on the variables of entrepreneurship education, subjective norms and entrepreneurial intentions is normally distributed.

#### 2. Linearity Test

The linearity test aims to determine whether the variables have a linear relationship or not significantly (Gunawan, 2018). Decision making uses linearity test by looking at the output in the ANOVA table, if the significance level is  $> 0.05$  then the

relationship between variables is linear and if the significance level is  $< 0.05$  then the relationship between variables is not linear. Below are the results of calculating the linearity test using SPSS V.26.0.

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Pendidikan Kewirausahaan	Between Groups	(Combined)	667.714	21	31.796	1.850	.019
		Linearity	113.195	1	113.195	6.585	.011
		Deviation from Linearity	554.519	20	27.726	1.613	.058
Within Groups			2372.230	138	17.190		
Total			3039.944	159			

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Norma Subjektif	Between Groups	(Combined)	753.459	21	35.879	2.165	.004
		Linearity	218.576	1	218.576	13.192	.000
		Deviation from Linearity	534.883	20	26.744	1.614	.057
Within Groups			2286.485	138	16.569		
Total			3039.944	159			

Source: Output SPSS V.26.0

Based on the test results using the ANOVA table above, it is known that the value of Sig. linearity is  $0.011 < 0.05$ . So it can be concluded that there is a linear relationship between entrepreneurship education and entrepreneurial intentions. And for Subjective Norms Sig. linearity is  $0.000 < 0.05$ . So it can be concluded that there is a linear relationship between Subjective Norms and Entrepreneurial Intentions.

**Classic Assumption Test**

**1. Multicollinearity Test**

The multicollinearity test aims to test whether the regression model found a correlation between independent variables (Guanawan, 2018). Below are the results of calculating the multicollinearity test using SPSS V.26.0.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	Collinearity Statistics	
	B	Std. Error		Tolerance	VIF
1 (Constant)	33.472	5.599			
Pendidikan Kewirausahaan	.180	.073	.185	.999	1.001
Norma Subjektif	.258	.074	.262	.999	1.001

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a. Dependent Variable: Intensi Berwirausaha

Source: Output SPSS V.26.0

Based on the table above, it is known that the Tolerance value for the entrepreneurship education variable and subjective norm is  $0.999 > 0.10$ . Meanwhile, the VIF value is  $1.001 < 10.00$ . Then referring to the basis of decision making in the multicollinearity test, it can be concluded that there is no multicollinearity symptom in the regression model.

## 2. Heteroscedasticity Test

The heteroscedasticity test aims to test whether the regression occurs or there is an inequality of variance from the residuals from one observation to another (Gunawan, 2018).

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.462	2.436		1.831	.069
	Pendidikan Kewirausahaan	.012	.041	.024	.284	.777
	Norma Subjektif	-.035	.036	-.083	-.977	.330

a. Dependent Variable: Abs\_RES

Source: Output SPSS V.26.0

Based on the output above, it is known that the significance value for the entrepreneurship education variable (X1) is 0.777 and the significance value for the subjective norm variable (X2) is 0.330. Because the significance value of the two variables above is greater than 0.05, it is in accordance with the basis for decision making in the Glejser test that there is no symptom of heteroscedasticity in the regression model.

## Hypothesis test

### 1. T Test

T test is used to determine the effect of the independent variable partially to the dependent variable whether the effect is significant or not. Below are the results of calculating the partial regression coefficient test (T test) using SPSS V.26.0.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.472	5.599		5.978	.000
	Pendidikan Kewirausahaan	.180	.073	.185	2.446	.016

Norma Subjektif	.258	.074	.262	3.475	.001
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a. Dependent Variable: Intensi Berwirausaha

Source: Output SPSS V.26.0

Based on the results of the T test above, it can be concluded that:

H1 : Value of Sig. Entrepreneurship Education on Entrepreneurial Intentions is 0.016 and the value of  $T_{count}$  is  $2.446 > T_{table}$  1.974, so according to the basis of decision making in the T test, it can be concluded that the hypothesis is accepted or there is an influence of the independent variable (X1) on the dependent variable (Y).

H2 : Value of Sig. The Subjective Norm of Entrepreneurial Intentions is 0.001 and the value of  $T_{count}$  is  $3.475 > T_{table}$  1.974, so according to the basis of decision making in the T-test, it can be concluded that the hypothesis is accepted or there is an influence of the independent variable (X2) on the dependent variable (Y).

## 2. F Test

The F test was conducted to determine the effect between simultaneous independent variables on the dependent variable, whether there was a significant effect or not. Below are the results of calculating the simultaneous regression coefficient test (F test) using SPSS V.26.0.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	322.180	2	161.090	9.306	.000 <sup>b</sup>
	Residual	2717.764	157	17.311		
	Total	3039.944	159			

a. Dependent Variable: Intensi Berwirausaha

b. Predictors: (Constant), Norma Subjektif, Pendidikan Kewirausahaan

Source: Output SPSS V.26.0

From the output above, it can be concluded that entrepreneurship education and subjective norms have a simultaneous effect on entrepreneurial intentions because the value of  $F_{count}$  is  $9.306 > F_{table}$  3.05. So from the existing research hypotheses, it can be stated that the hypothesis  $H_0$  is rejected and  $H_a$  is accepted because  $F_{count} > F_{table}$ . From the hypothesis, it is stated that there is a simultaneous influence of entrepreneurship education and subjective norms have a simultaneous effect on entrepreneurial intentions.

## 3. Coefficient of Determination

The regression coefficient (R<sup>2</sup>/R Square) was conducted to find out how much the percentage effect of the independent variables contributed simultaneously to the

dependent variable. Below is the result of calculating the heteroscedasticity test using SPSS V.26.0.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.326 <sup>a</sup>	.106	.095	4.161

a. Predictors: (Constant), Norma Subjektif, Pendidikan Kewirausahaan  
b. Dependent Variable: Intensi Berwirausaha

Source: Output SPSS V.26.0

Based on the table above, it can be seen that the regression coefficient value or R Square (R<sup>2</sup>) is 0.326. So it can be concluded that entrepreneurship education and subjective norms simultaneously (simultaneously) is 32,6%.

## CONCLUSION

Based on the results of research from data processing, the analysis that has been described previously, the researchers can draw the following conclusions:

- a. There is a direct positive and significant influence between entrepreneurship education on the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta on entrepreneurship.
- b. There is a positive and significant direct influence between subjective norms on the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta on entrepreneurship.
- c. There is a positive and significant direct influence between entrepreneurship education and subjective norms simultaneously on the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta on entrepreneurship.

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